**Comprehensive Planning**

**School Level Plan Exemplar**

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**Profile**

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| --- | --- | --- | --- | --- | --- | --- |
| School Name: | | **Hypothetical Middle School** | | | | |
| Street Address: | | **100 Hypothetical Drive** | | | | |
| Post Office (City/Town): | | | **Hypothetical, PA** | | | |
| Zip Code: | **99999** | | | Phone Number: | **999-999-9999** |

**AYP Status :** Corrective Action I

**Title I Status**

Indicate if this is a Title I School

|  |  |
| --- | --- |
| **X** | Yes |
|  | No |

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| --- | --- | --- | --- | --- | --- |
| Principal: | **Iben Workinhard** | | | | |
| Principal’s Email Address: | | | [workinghardi@hsd.k12.pa.us](mailto:workinghardi@hsd.k12.pa.us) | |
| Superintendent: | | **Ima Leader** | | | |
| Superintendent’s Email Address: | | | | [leader@hsd.k12.pa.us](mailto:leader@hsd.k12.pa.us) | |

**School Level Planning Team**

|  |  |
| --- | --- |
| Name of Team Member | Team Member’s Role |
| Winston Marsalis | Administrator |
| James Page | Administrator |
| Juice Newton | Administrator |
| Dolores Parton | Community Representative |
| Deborah Harry | Ed Specialist-School Counselor |
| Curtis Mayfield | IU Staff Member |
| Allison Krause | Middle School Teacher-Regular Education |
| Gladys Knight | Middle School Teacher-Regular Education |
| Trisha Yearwood | Middle School Teacher-Regular Education |
| Dewey Bunnell | Middle School Teacher-Regular Education |
| Martin Stuart | Middle School Teacher-Special Education |
| Bonnie Lynn Raitt | Parent |

**Assurances**

The school has verified the following Assurances:

Assurance 4: If in Corrective Action I or II, the District has determined which of the six corrective actions specified by regulations (see page 11) will be implemented by the district and has communicated the corrective actions to the school improvement planning team concurrent with the beginning of the school improvement planning process.

Assurance 5: The school improvement plan covers a two-year period.

Assurance 6: The school has adopted and/or continued policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all relevant groups of students will meet the state’s proficiency level of achievement.

Assurance 7: At least one action plan addresses the strengthening of the school’s core academic subjects by addressing with research-based strategies the specific academic issues that caused the school to be identified for school improvement.

Assurance 8: At least one action plan incorporates, as appropriate, activities that extend instructional time before school, after school, during the summer, and/or as an extension of the school year.

Assurance 9: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

Assurance 10: Not less than 10% of the Title 1 funds made available to the school have been allocated to implement the professional development activities and initiatives specified in the Action Plans herein.

Assurance 11: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, will meet the Pennsylvania’s proficient level of achievement on the PSSA Reading and Math assessments on or before the Spring 2014 PSSA testing.

Assurance 12: Title 1 funds have been allocated to professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement.

Assurance 13: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 14: Shortly after the school’s AYP Status is released, each parent will be notified of the AYP status by letter.

Assurance 15: The AYP Status notification letter will include an explanation of what the status means, as well as how the AYP Status was determined.

Assurance 16: The AYP Status notification letter will compare the school to other schools in the district and state.

Assurance 17: The AYP Status notification letter will include a concise description of what the school is doing to address the AYP Status.

Assurance 18: The AYP Status notification letter will explain how parents may become involved in addressing the academic issues that caused the school to be identified for improvement.

Assurance 19: The AYP Status notification letter will explain parents’ option to transfer their child to another public school and obtain supplemental educational services.

Assurance 20: Rigorous and attainable goals have been set in Reading and Math for each grade level and all relevant subgroups for the 2012-2013 school year.

|  |  |
| --- | --- |
| Assurance 21: The school is communicating with parents regarding school improvement efforts via the following strategies: | |
| **X** | School web site |
|  | School Newsletter |
| **X** | PTA website |
|  | District web page |
|  | WikiSpaces, Yahoo, Facebook, etc. |
| **X** | Board meeting presentations |
|  | Town hall meetings |
|  | District’s annual report |
|  | District report card |
|  | Press releases to local media |
| **X** | AYP status notification letter as per NCLB regulations |
|  | Yearly letter to parents |
| **X** | Periodic mailings/letters, postcards, etc. |
|  | Short Message Systems (phone blasts) |
|  | Short Message Systems (email blasts) |
| **X** | Invitations to planning (etc.) meetings |
| **X** | Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc. |
| **X** | Special all-school evening event to present improvement plan |
| **X** | Monthly PTO meetings |
| **X** | Regular Title 1 meetings |
| **X** | Parent advisory committee meetings |
|  | Parent-Teacher Conferences |
|  | Home-school visits |
|  | School Improvement Brochure |
|  | Student Handbook |

**Title I Schools in Corrective Action Only**

The following corrective actions will be implemented by the LEA for the school:

|  |  |
| --- | --- |
| Option 2 | Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff that is based on scientifically-based research and offers substantial promise for improving educational achievement for low-achieving students and enabling the school to make Adequate Yearly Progress. |
| Option 5 | Extend the school year or school day. |

**Needs Assessment**

**Analyze Data**

**School Data**

**2011-12 Reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did Not Make AYP** | | **Made AYP By Special Provision** | | **Made AYP** |
| Students Overall: | 66% | White non-Hispanic | 76% (SHC) |  |
| Economically Disadvantaged | 48% | Hispanic | 47% (SH) |  |
| IEP | 43% |  | |  |

**2011-12 Math**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did Not Make AYP** | | **Made AYP By Special Provision** | | **Made AYP** |
| Economically Disadvantaged | 51% | Students Overall: | 68% (SHC) |  |
| IEP | 44% | White-non-Hispanic | 75% (SH) |  |
|  | | Hispanic | 53% (SH) |  |

|  |
| --- |
| 2010-11 Test Participation for PSSA Reading and Math |
| All participation targets met for 2010-11. |
| 2010-11 Attendance (K-8 Only), Graduation (High Schools Only) |
| Attendance target met for 2010-11. |

**School Accomplishments**

* Students overall made AYP in Math.
* The White non-Hispanic and Hispanic subgroups made AYP in Math and Reading.
* We not only met our attendance target; we exceeded the target by 11 percentage points.
* The number of behavior referrals was 22% less than the previous year.
* We met our test participation targets.

**School Concerns**

* No subgroup or students overall made AYP outright in Reading or Math.
* Students Overall did not make AYP in Reading.
* Our economically disadvantaged and IEP student subgroups did not make AYP in Reading or Math.
* We did not meet our goal of reducing behavioral referrals 50% from the number in the previous year.
* Only 57% of our students and only 62% of our parents would recommend HMS to a friend.

**Systems Analysis—Guiding Questions**

**1 Is there a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

1.1 ( ✓ ) The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do, i.e. there are written competencies for all courses.

1.2 ( ✓ ) The curricula for all courses and content areas for which related State Standards have been established are aligned with those State Standards.

1.3 ( ) Teachers across all classrooms consistently base lesson design on the competencies included in the established curricula.

1.4 ( ) All students have the opportunity to demonstrate proficiency in a grade-level core curriculum, supported with interventions as needed.

1.5 ( ✓ ) The administrative team has a working knowledge of standards-aligned curricula for all grades within the school.

1.6 ( ) The administrative team holds all staff members accountable for consistent implementation of the standards-aligned curriculum.

**2 Is there a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

2.1 ( ) Research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

2.2 ( ) All classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

2.3 ( ✓ ) The administrative team has a working knowledge of effective instructional practices appropriate for all grade levels within the school.

2.4 ( ) The administrative team holds all staff members accountable for consistent implementation of effective instructional practices.

**3 Is there a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

3.1 ( ✓ ) Standards-aligned benchmark assessments are used to monitor the progress of student achievement.

3.2 ( ) Standards-aligned benchmark assessment results are used to adjust instruction for students whose achievement progress does not meet expectations.

3.3 ( ) Standards-aligned assessments are used formatively by teachers and students at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.

3.4 ( ✓ ) Standards-aligned summative assessment results are used to make program decisions.

3.5 ( ) Standards-aligned assessment results disaggregated by learning targets are used to make decisions related to curricular content and instructional practices.

3.6 ( ✓ ) Diagnostic assessments are used as needed to ascertain students’ strengths, weaknesses, knowledge and skills.

3.7 ( ) The school has scheduled time for school staff to analyze assessment data as it relates to the effectiveness of instructional practices in a timely manner.

3.8 ( ✓ ) The administrative team is actively involved in the analysis of student assessment data at the building level.

**4 Is there a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

4.1 ( ✓ ) A universal screening process is in place to proactively identify students academically at risk.

4.2 ( ✓ ) Diagnostic assessments are used to target appropriate interventions for students academically at risk.

4.3 ( ) An intervention infrastructure exists in the school, which identifies appropriate materials and resources that are linked to student needs at all three RTII tiers.

4.4 ( ✓ ) The school staff conducts ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions.

4.5 ( ✓ ) School staff members adjust interventions when a student’s assessment results or other measures of performance indicate prescribed interventions have not been effective.

**5 Is there a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

5.1 ( ) Teachers and school administrators implement specific classroom and school-wide practices to reengage students who are not actively participating in the learning process.

5.2 ( ✓ ) School policies promote frequent monitoring of student attendance data.

5.3 ( ✓ ) Student attendance data is used to identify students that are chronically absent or late.

5.4 ( ✓ ) Interventions are provided for students who are chronically absent or late.

5.5 ( ✓ ) School staff members adjust attendance interventions when a student’s attendance records indicate prescribed interventions have not been effective.

**6 Is there a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so for both Math and Reading?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

6.1 ( ✓ ) A staff member or team of staff members review and verify, within the time parameters established by the Pennsylvania Department of Education, that all pertinent student information in PIMS is accurate for every student.

6.2 ( ✓ ) A staff member or team of staff members monitor attendance for each PSSA testing period, tracks those students who are absent, and follows up with those students to ensure they complete all missed PSSA tests during the make-up sessions.

6.3 ( ✓ ) The leadership team of the school communicates testing dates with students and parents via multiple methods accompanied by messages that indicate the importance of each student’s participation in the PSSA process.

**7 (High Schools Only—Graduation Rate) Is there a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

7.1 ( ) There is a system within the school that fully ensures students who enter the school as 9th graders will complete the academic program and graduate in four years.

**8 Is there a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

8.1 ( ✓ ) Professional development is based upon the needs assessments that are aligned with the school’s instructional priorities.

8.2 ( ) Professional development is planned across a 3- to 5-year span.

8.3 ( ✓ ) Professional development is limited to no more than six priorities.

8.4 ( ✓ ) Building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative, including what it looks like in the classroom.

8.5 ( ) Classroom practices are monitored to assure fidelity of implementation of professional development initiatives.

8.6 ( ) The majority of professional development resources (time, money and people) are used to support ongoing implementation.

**9 Is there a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

9.1 ( ✓ ) The school has scheduled time periods for teachers and administrators to reflect on professional practice as it relates to the progress of student learning.

9.2 ( ✓ ) School staff uses data meeting protocols to guide the presentation and analysis of data and the documentation and reporting of findings.

9.3 ( ) School staff members collaboratively review multiple data sources, including student work, to collaboratively identify instructional practices that are associated with improved student performance.

9.4 ( ) Technology is regularly used to access and analyze information used to inform teaching practice.

**10 Is there a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

10.1 ( ✓ ) All new teachers and administrators complete a required induction and mentoring program.

10.2 ( ✓ ) There is a system in place that provides support and intervention for professional employees whose practice has been formally identified as being in need of improvement.

**11 Is there a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

11.1 ( ✓ ) All teachers are highly qualified in their content areas.

11.2 ( ✓ ) Highly qualified and culturally proficient[[1]](#footnote-1) staff are attracted to the school, hired in a timely fashion and retained.

11.3 ( ✓ ) Expert teachers and specialists are matched with the students most in need.

**12 Is there a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

12.1 ( ✓ ) Essential and accurate student, personnel, programmatic and operational data is obtained and reported out to appropriate staff members in a timely manner.

12.2 ( ✓ ) Technology is used to access and analyze information that informs decision making regarding the allocation of resources.

12.3 ( ✓ ) Data is used to guide and justify the allocation and alignment of resources (infrastructure: facilities, technology, human resources, scheduling, etc.).

12.4 ( ✓ ) Funding sources support the integration of resources to address instructional priorities that are aligned with the school’s vision and mission.

12.5 ( ✓ ) Teachers have the resources they need to implement standards-aligned instructional practices.

**13 Is there a system within the school that fully ensures that each member of the school community promotes, enhances and sustains a shared vision of positive school climate?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

13.1 ( ✓ ) School rules, policies and procedures are sufficient to establish clear and consistent boundaries that support a positive school climate.

13.2 ( ) School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

13.3 ( ✓ ) The school leadership team gathers and shares accurate and reliable perceptual data about school climate from students, staff and parents as part of a continuous improvement process.

13.4 ( ) A behavior support team exists and responds promptly and proactively to students with chronic problem behaviors.

13.5 ( ✔ ) The school environment is clean and well maintained.

13.6 ( ✓ ) As a regular practice teachers and students are recognized for accomplishments in personal achievement, service and/or leadership.

**14 Is there a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process?**

Such a system, if fully implemented, would have the following characteristics:

*Check all true statements*

14.1 ( ✓ ) School staff members display through words and actions that they value all children and welcome family and community members as partners and contributors to the teaching/learning process.

14.2 ( ) It is not uncommon for teachers and administrators to take part in student participation opportunities outside of the school day that support students’ academic and/or social needs.

14.3 ( ✓ ) There is a school plan being implemented that engages families in their children’s school life in a manner appropriate to the characteristics of the families served.

14.4 ( ✓ ) All teachers communicate on a regular basis with families about their children’s progress.

**Prioritize Systemic Challenges**

**Show all aligned Concerns**

**1** Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4)

**2** Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. (3)

**3** Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate. (13)

**4** Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice. (9)

**5** Establish a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process. (14)

**6** Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students. (1)

**7** Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. (2)

**8** Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged. (5)

**9** Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity. (8)

**Action Plan (1)**

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| **Goal** |
| Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. (4) |

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| **Indicators of Effectiveness** | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| PVAAS data based upon 2013 PSSA Math and Reading Assessments | 85% of students involved in at least one intervention program show at least one year of predicted growth. |
| 2012-2013 MAP Testing in Reading: September testing to May testing comparison | 85% of students involved in at least one intervention program due to documented challenges associated with Reading meet or exceed the growth in Reading achievement predicted by the MAP assessment system. |
| 2012-2013 MAP Testing in Math: September testing to May testing comparison | 85% of students involved in at least one intervention program due to documented challenges associated with Math meet or exceed the growth in Math achievement predicted by the MAP assessment system. |

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| **Strategies** | |
| **Strategy 1:** | **Academic Support Leadership (ALS) Team** |
| *The school leadership team will oversee the development and implementation of various academic support programs and an Early Identification Program charged with identifying at-risk students and assigning interventions, will require and monitor communication between program staffs and parents of at-risk students, and will monitor the academic progress of the identified students.* |
| SAS Alignment: None |
| **Strategy 2:** | **Early Identification Program (EIP)** |
| *A program that incorporates a variety of data sources, including diagnostic assessment results, to identify students at risk prior to or soon after their arrival at HMS; assign at-risk students to appropriate support programs based upon data analysis.* |
| SAS Alignment: Safe and Supportive Schools, Assessment |
| **Strategy 3:** | **After School Academic Support Program (ASASP)** |
| *An after school program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 4:** | **Saturday Academic Support Program (SASP)** |
| *A Saturday morning program for identified at-risk students will provide support for identified academic needs of the students involved; certified teachers will be responsible for providing the required support to students.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 5:** | **Peer Tutoring Program (PTP)** |
| *As appropriate, identified at-risk students will be paired with peer tutors under the supervision of a certified teacher that will facilitate the academic support of at-risk students by the tutor.* |
| SAS Alignment: Safe and Supportive Schools |

*Strategies continue on the next page…*

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| **Strategy 6:** | **Student Mentoring Program (SMP)** |
| *At-risk students will be matched with certified teachers who will be responsible for monitoring the academic progress of their mentees on a daily basis; mentors will also be responsible for providing regular and structured feedback to the School Leadership Team that is overseeing the Academic Support process.* |
| SAS Alignment: Safe and Supportive Schools |
| **Strategy 7:** | **Student Assistance Program (SAP)** |
| *A comprehensive system of behavioral support will target students with significant behavioral/environmental challenges that are interfering with academic achievement; support will be integrated with Academic Support strategies and will include mental health and social services interventions when appropriate.* |
| SAS Alignment: Safe and Supportive Schools |

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| **Action Steps** |

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| **Action Step 1:** | Title | Initial Planning and Funding Commitments from District and Other Sources | | | |
| **(FUTURE ENHANCEMENT)** Description | | In collaboration with the Assistant Superintendent and the district’s Federal Program Coordinator, the HMS administrative team will identify and confirm staffing and facility parameters for each of the identified strategies and will obtain funding and HR allocation commitments for each of the strategies, to include commitments for the addition of staff positions. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Documentation of confirmations of funding commitments for each of the seven strategies. | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis | | |
| Implementation Start Date: | | 4/15/2012 | Target Completion Date: | | 5/15/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1, 2, 3, 4, 5, 6, 7 | |

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| **Action Step 2:** | Title | Formation of Academic Support Leadership (ASL) Team | | | |
| **(FUTURE ENHANCEMENT)** Description | | The HMS administrative team will contact and confirm the commitment of the various professional staff members who will meet on a weekly basis as ASL Team members; District approval of ASL Team members is required; the ASL Team will develop the initial systems and protocols that will be used to develop and manage a system of interventions for at risk students, to include a diagnostic subsystem that identifies such students early in their tenure at HMS. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published list of ASL Team members * Published, District-approved ASL Team procedure and protocol manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis | | |
| Implementation Start Date: | | 5/15/2012 | Target Completion Date: | | 6/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

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| **Action Step 3:** | Title | Recruit and Assign Staff Members for Leadership of Each Intervention Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | ASL members will be assigned to recruit and confirm the commitment of various staff members who will be responsible—working as leadership teams—for the collaborative implementation and management of each intervention program; the HMS administrative team will recruit and hire individuals to fill new staff positions needed for intervention programs. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published rosters by intervention program committee * Completed HR forms required for staff members who will be receiving Extra Pay for Extra Responsibility (EPER) funds. * All open staffing positions associated with intervention programs are filled. | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page  Assistant Principal J. Newton | | |
| Implementation Start Date: | | 7/1/2012 | Target Completion Date: | | 8/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *None* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2, 3, 4, 5, 6, 7 | |

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| **Action Step 4:** | Title | Design Early Identification Program (EIP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The EIP team will design the diagnostic process to include the various diagnostic tools that will be used to identify at risk students, design the systems including staff assignments that will provide the diagnostic data needed to identify at risk students, and create the protocols that will be required to use diagnostic data to assign students to appropriate academic support programs; ASL Team and District approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Published, district-approved EIP Protocol and Procedure Manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal V. Marsalis  EIP Team Leader (person TBD) | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 9/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2 | |

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| **Action Step 5:** | Title | Implement Early Identification Program (EIP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Begin to identify at risk students using the diagnostic process outlined in the EIP Protocol and Procedure Manual; initial implementation should occur gradually and be monitored by the EIP Team and Principal Marsalis; assignment of students to appropriate student support programs will depend upon the startup dates of these new programs. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly EIP report to the Principal documenting the number of students processed, identified, and assigned to student support programs | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal V. Marsalis  EIP Team Leader (person TBD) | | |
| Implementation Start Date: | | 10/1/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2 | |

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| **Action Step 6:** | Title | Design After School Academic Support Program (ASASP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP Team will develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, scheduling students and certified teachers, and obtaining and disseminating achievement data as per EIP protocols; the ASASP Team will recruit and appoint teachers; ASL Team approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved ASASP Procedure Manual * Roster of teachers that will participate in the ASASP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3 | |

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| **Action Step 7:** | Title | Design Saturday Academic Support Program (SASP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SASP Team will develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, scheduling students and certified teachers, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the SASP Team will recruit and appoint teachers. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved SASP Procedure Manual * Roster of teachers that will participate in the SASP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Page | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 4 | |

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| **Action Step 8:** | Title | Design Peer Tutoring Program (PTP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The PTP Team will develop procedures related to inducting student peer tutors into the Program, communicating with both parents and teachers of students in the Program, scheduling students and peer tutors and supervising certified teachers, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the PTP Team will recruit and appoint teachers who will oversee the work of peer tutors. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved PTP Procedure Manual * Roster of teachers that will supervise PTP peer tutors | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 11/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5 | |

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| **Action Step 9:** | Title | Design Student Mentoring Program (SMP) Systems and Protocols | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SMP Team will work with an outside consultant (IU representative—C. Mayfield) to develop procedures related to inducting students into the Program, communicating with both parents and teachers of students in the Program, assigning mentors to students, supporting and overseeing the work of mentors, and obtaining and disseminating achievement data as per EIP protocols; ASL Team approval required; the SMP Team will recruit and appoint teachers and community volunteers who will be serving as mentors; the SMP Team will assure that all volunteers have met the necessary clearances required for adults who will be working with students. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | * Published, ASL Team-approved SMP Procedure Manual * Roster of Mentors * Verifications of clearances for each mentor | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 11/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services Special Education* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 10:** | Title | Design Student Assistance Program (SAP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SAP Team will collaborate with the EIP team to identify diagnostic processes that will be used to identify students with significant behavioral and/or environmental challenges that significantly diminish a child’s ability to achieve; the SAP Team will identify and contact mental health and social service agencies to identify and secure resources and interventions that will be provided to students assigned to the SAP; the SAP will identify policies, procedures, and protocols related to receiving students into the SAP, assigning students to intervention programs and other services, communicating with both parents and teachers of students in the Program, communicating with outside agencies, and obtaining and disseminating achievement and behavioral data as per EIP protocols; district approval required. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Published, District-approved SAP Procedure Manual | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis  HSD Director of Guidance Services N. Margoles | | |
| Implementation Start Date: | | 9/1/2012 | Target Completion Date: | | 10/30/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 7 | |

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| **Action Step 11:** | Title | Intervention Updates | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASL Team will collect, edit, and compile progress reports based upon input from the EIP, ASASP, SASP, PTP, SMP, and SAP Teams on a monthly basis (or more frequently if appropriate) that will be sent to all HMS staff via email and that will be published on the District’s *Intra*net site. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly publication of ASL progress reports | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASL Team Leader (person TBD) | | |
| Implementation Start Date: | | 9/30/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 2, 3, 4, 5, 6, 7 | |

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| **Action Step 12:** | Title | Develop Professional Development for ASASP and SASP | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP and SASP teams will collaborate to:   * Develop training sessions for teachers working with students in the program and/or whose students will be in the program (HMS administrative team will be trainees); the training will include (1) expectations related to both perspectives, (2) processes and procedures related to assigned work and communications between teachers in the program and teachers with students in the program, (3) expectations related to record-keeping, and (4) expectations of students. * Develop a training process with the above content for teachers who begin participation in the programs or teachers new to HMS after the initial training is provided. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | ASL Team approved Training Plan document | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASASP Team Leader (person TBD)  SASP Team Leader (person TBD) | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 12/12/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3, 4 | |

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| **Action Step 13:** | Title | Develop Professional Development for ASASP and SASP | | | |
| **(FUTURE ENHANCEMENT)** Description | | The ASASP and SASP teams will collaborate to:   * Implement the initial half-day training on a December in-service day. * Implement follow up training for teachers new to the programs as needed. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Sign in sheets containing the names of staff members that have completed the program | | |
| Person Responsible for Managing and Monitoring the Action Step | | | ASASP Team Leader (person TBD)  SASP Team Leader (person TBD)  Assistant Principal J. Page | | |
| Implementation Start Date: | | 12/12/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education Student Services* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 3, 4 | |

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| **Action Step 14:** | Title | Implement Peer Tutoring Program (PTP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Train teachers assigned to supervise student peer tutors what is involved in record keeping, communication with parents and other teachers, and in supervision of tutors; selected supervisory teachers and PTP Team members develop a training program for student peer tutors; recruit and train student peer tutors; schedule students identified by the EIP Team with student peer tutors; monitor quality of tutor-tutee interactions; provide student data to EIP Team as per EIP protocols; and modify tutor-tutee pairs and other aspects of the PTP as warranted by supervisory teacher observations and EIP recommendations. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Tutee and tutor rosters  Reports prepared for EIP Team Review | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 5/15/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5 | |

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| **Action Step 15:** | Title | Design Professional Development for SMP Mentors | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SMP Team will work with an outside consultant (IU representative—C. Mayfield) to develop mentor training; it is anticipated that the training will involve three, two-hour sessions; a plan will be developed to provide the training to mentors appointed after the initial training is provided. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | ASL Team approved SMP Mentor Training Plan document | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 12/1/2012 | Target Completion Date: | | 12/21/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided. | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 16:** | Title | Implement Professional Development for SMP Mentors | | | |
| **(FUTURE ENHANCEMENT)** Description | | IU representative, C. Mayfield, will deliver two series of SMP Mentor training; one series will be delivered in the afternoon after school dismissal; the other series will be delivered in the evening; mentors who are appointed after the initial training will receive the required training according to the plan developed by the SMP team. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | A list of mentors who have completed the SMP mentor training compiled from Sign-in sheets for each of the two hour sessions | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 1/7/2013 | Target Completion Date: | | 12/23/2014 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 17:** | Title | Implement Student Mentoring Program (SMP) | | | |
| **(FUTURE ENHANCEMENT)** Description | | Implement the SMP according to the approved program design; the design will require mentors to produce periodic reports according to EIP protocols and procedures; communication within prescribed protocols will occur between the mentor and the mentee’s parents and teachers; an assistant principal and the SMP Team will monitor implementation. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Monthly Mentor Reports | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Assistant Principal J. Newton | | |
| Implementation Start Date: | | 2/1/2013 | Target Completion Date: | | 6/12/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 6 | |

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| **Action Step 18:** | Title | Implement the Student Assistance Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | The SAP Team will coordinate and monitor school and agency resources to provide the assistance and support indicated by the EIP for each student referred to the SAP; the SAP Team will provide periodic reports to the EIP as required by EIP procedures and protocol and will communicate within prescribed protocols with the parents and teachers of students in the SAP. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Reports for each student as required by the EIP | | |
| Person Responsible for Managing and Monitoring the Action Step | | | SAP Team Leader (person TBD) | | |
| Implementation Start Date: | | 11/1/2012 | Target Completion Date: | | 6/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Student Services* | | | |
| This is not a Professional Development Action Step | | | | | |
| With which strategy is this Action Step Aligned? | | | | 7 | |

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| **Action Step 19:** | Title | Informational Session for HMS Faculty Re: the PTP, SMP, and SAP | | | |
| **(FUTURE ENHANCEMENT)** Description | |  | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | |  | | |
| Person Responsible for Managing and Monitoring the Action Step | | |  | | |
| Implementation Start Date: | |  | Target Completion Date: | |  |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | |  | | | |
| This is not a Professional Development Action Step  This is a Professional Development Action Step but details will not be provided  This is a Professional Development Action Step and details will be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 5, 6, 7 | |

**Action Plan (2)**

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| **Goal** |
| Establish a system within the school that fully ensures school staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices. (3) |

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| **Indicators of Effectiveness** | |
| Data Source  Include dates of implementation | Specific targets that will indicate the action plan is having a positive impact on student achievement or performance. |
| PVAAS data based upon 2013 PSSA Math and Reading Assessments | 85% of students overall and 85% of the students in each subgroup show at least one year of predicted growth in both Reading and Math. |
| 2012-2013 MAP Testing in Reading: September testing to May testing comparison | 85% of students overall and 85% of the students in each subgroup exceed the growth in Reading achievement predicted by the MAP assessment system. |
| 2012-2013 MAP Testing in Math: September testing to May testing comparison | 85% of students overall and 85% of the students in each subgroup exceed the growth in Math achievement predicted by the MAP assessment system. |

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| **Strategies** | |
| **Strategy 1:** | **Common Assessment within Grade/Subject (PDE Recognized Strategy)** |
| WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf> ) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) |
| SAS Alignment: Assessment, Instruction |

*Action Steps begin on the next page…*

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| **Action Steps** |

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| **Action Step 1:** | Title | Written, Taught, & Tested: Ensuring Alignment to the Creation of Common Assessments and Using Student Results to Inform Instructional Practice—Phase I—Development of Professional Education Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | District and HMS Professional Education Team will be formed to research and develop an experiential and ongoing training program focused on this objective: *all HMS staff will effectively utilize the results of teacher-designed common assessments to inform instructional practice*; sessions will be developed to teach (1) alignment theory, (2) identification of evidence of mastery of curriculum standards in each major curricular area including CTE, fine and performing arts, Health and PE, and all core academic curricula, (3) design of assessments that effectively measure student-generated evidence, (4) effective diagnostic processes for analyzing student results by curriculum standards, and (5) collaborative use of student results to strengthen instructional practices. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Documented, District-approved and detailed Professional Education Plan | | |
| Person Responsible for Managing and Monitoring the Action Step | | | HSD Director of Curriculum & Instruction: H. Brown  Principal W. Marsalis | | |
| Implementation Start Date: | | 5/1/2012 | Target Completion Date: | | 7/15/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

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| **Action Step 2:** | Title | Design of Implementation Plan for Written, Taught, & Tested | | | |
| **(FUTURE ENHANCEMENT)** Description | | The HMS Professional Education Team will develop a 2012-2013 training calendar that includes the 5 sessions of Written, Taught, & Tested along with identified training sessions managed by the Academic Support Leadership Team; the PE Team will also develop an implementation plan that focuses on department and classroom level implementation and a monitoring process that will constructively support fidelity of implementation. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Documented, District-approved and detailed Written, Taught, & Tested Implementation Plan | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis  HMS PE Team Leader (person TBD) | | |
| Implementation Start Date: | | 7/15/2012 | Target Completion Date: | | 8/24/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |
| **Action Step 3:** | Title | Implementation of the Written, Taught, & Tested Professional Education Program | | | |
| **(FUTURE ENHANCEMENT)** Description | | Implement the program according to the PE Plan and the Written, Taught, & Tested Implementation Plan and Calendar up to the beginning of departmental level activities. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Sign-in sheets indicating that all HMS administrative and teaching staff members completed the Program | | |
| Person Responsible for Managing and Monitoring the Action Step | | | HSD Director of Curriculum & Instruction: H. Brown  HMS PE Team Leader (person TBD) | | |
| Implementation Start Date: | | 8/28/2012 | Target Completion Date: | | 11/20/2012 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

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| **Action Step 4:** | Title | Design of Common Assessments | | | |
| **(FUTURE ENHANCEMENT)** Description | | All HMS Departments apply the principles and practices taught by the Written, Taught, and Tested PE Program to design, administer, and score common assessments. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Copies of Common Assessments | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis  Assistant Principal J. Page  Assistant Principal J. Newton | | |
| Implementation Start Date: | | 12/1/2012 | Target Completion Date: | | 5/30/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

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| **Action Step 5:** | Title | Administration & Scoring of Common Assessments, and the Collaborative Use of Student Results to Inform Instructional Practice | | | |
| **(FUTURE ENHANCEMENT)** Description | | Classroom teachers administer, score, and disaggregate common assessments and meet as course-level teams to collaboratively analyze student results to identify effective instructional practices. | | | |
| Indicator of Implementation: Evidence that will indicate the Action Step has been implemented. | | | Course level reports documenting data-supported effective instructional practices | | |
| Person Responsible for Managing and Monitoring the Action Step | | | Principal W. Marsalis  Assistant Principal J. Page  Assistant Principal J. Newton | | |
| Implementation Start Date: | | 1/1/2013 | Target Completion Date: | | 6/17/2015 |
| ***🡨(Optional Identification of Anticipated Costs)🡪*** | | | | | |
| Program Area(s) Addressed: | | *Professional Education* | | | |
| This is a Professional Development Action Step but details will not be provided | | | | | |
| With which strategy is this Action Step Aligned? | | | | 1 | |

1. “A way of being that enables both individuals and organizations to respond effectively to people who differ from them.” R. B. Lindsey, K. N. Robbins and R. Terrell. (2003) Cultural Proficiency: A Manual for School Leaders. Thousand Oaks, CA: Corwin Press [↑](#footnote-ref-1)